



## Ware Shoals Elementary

45 West Main Street

Ware Shoals, South

<b>Grades</b>	4-6 Elementary School	
<b>Enrollment</b>	253 Students	
<b>Principal</b>	Nancy Brown	864-456-2711
<b>Superintendent</b>	Fay S. Sprouse	864-456-7496
<b>Board Chair</b>	Jack Sullivan	864-456-7496

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Good</b>
2008	Average	Below Average
2007	Average	Below Average
2006	Average	Average
2005	Average	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

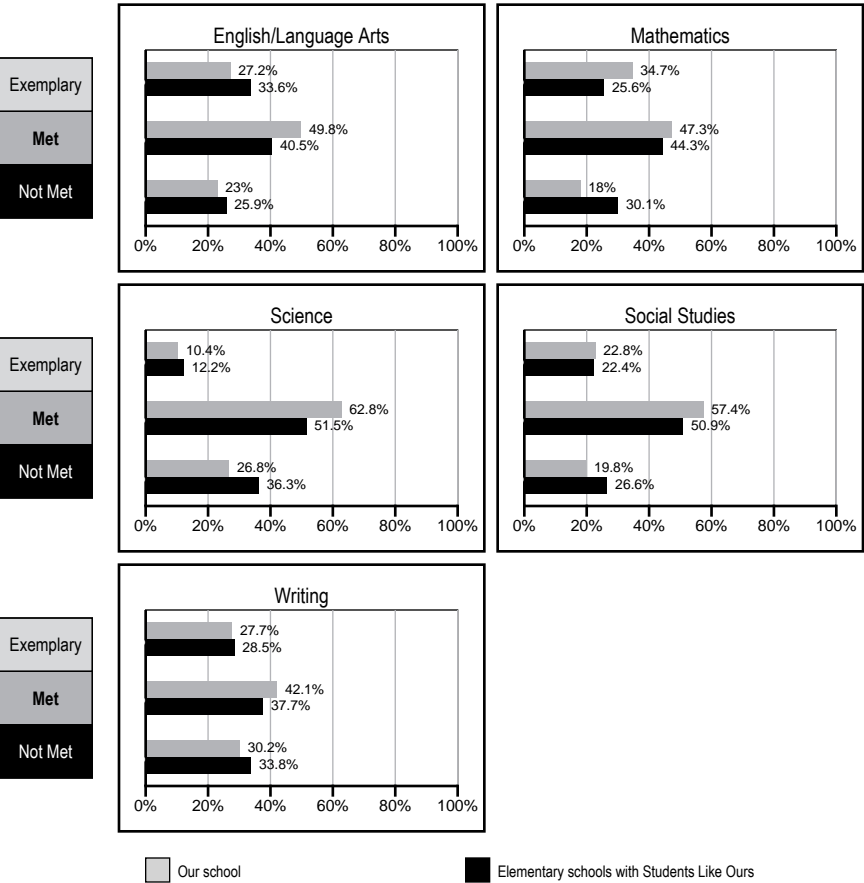
97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	14	91	10	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=253)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.5%	Up from 1.2%	2.4%	1.9%
Attendance rate	96.2%	Up from 96.0%	96.2%	96.3%
Eligible for gifted and talented	10.6%	Down from 10.9%	8.6%	10.0%
With disabilities other than speech	17.4%	Up from 14.7%	9.2%	7.7%
Older than usual for grade	2.0%	Down from 2.3%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.7%	Up from 3.1%	0.0%	0.0%
<b>Teachers (n=17)</b>				
Teachers with advanced degrees	47.1%	Up from 41.2%	59.3%	59.4%
Continuing contract teachers	64.7%	No Change	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	77.9%	Up from 74.7%	86.5%	85.9%
Teacher attendance rate	95.2%	Down from 96.4%	95.0%	95.1%
Average teacher salary*	\$39,228	Up 0.3%	\$47,306	\$47,149
Professional development days/teacher	9.1 days	Up from 6.9 days	11.6 days	11.1 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.5	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 17.3 to 1	18.9 to 1	18.8 to 1
Prime instructional time	90.9%	Down from 91.0%	90.0%	90.4%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,088	Up 4.1%	\$7,360	\$7,458
Percent of expenditures for instruction**	56.9%	Up from 56.0%	68.5%	68.8%
Percent of expenditures for teacher salaries**	51.6%	Up from 49.7%	61.7%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The mission of Ware Shoals Elementary School is to provide a foundation of academic excellence that will enable all students to become independent, lifelong learners in today's ever-changing society.

Ware Shoals Elementary School believes our main purpose is to prepare our students academically. Building on previously acquired skills, we work with our students on developing critical thinking skills and applying their knowledge in solving more challenging problems. We provide opportunities for students to make educational choices and work independently; however, we continue to supervise their work and monitor their academic and social skills. We believe in maintaining contact with parents and enlisting their assistance to assure educational success for each student.

Ware Shoals Elementary School creates and fosters a community of learners. We offer a variety of staff development which allows teachers the opportunity to grow as professionals. Ware Shoals Elementary School recognizes leadership potential from multiple sources by embracing the varied talents of others using peer facilitators. Daily grade-level planning time allows teachers to develop and share effective lessons. Collaborative planning ensures that all learners, students, and teachers move through the learning process in a supportive environment.

To maximize academic achievement, the following instructional tools are being used: Bridges' Online Learning Style Inventory, which provides teachers with advice for instructional and environmental alternatives; Compass Learning Odyssey allows teachers to create individual learning paths that address each student's unique challenges; and MAP (Measures of Academic Progress) reflects the instructional level of students and measures their growth over time. Students were also recognized for their academic accomplishments through the Accelerated Reading Program, 07-08 PACT PERFECT and PACT Advanced Awards, the District and Regional Spelling Bees, and the Beta Club. Our students were given the opportunity to attend the Release Time Program. Each grade level attended a performance at the Greenwood Lander Performing Arts Center. This year's Service Learning Projects included a canned-food drive to help a local food bank and Relay for Life.

The faculty and staff at Ware Shoals Elementary School are united in our efforts to develop our students socially, emotionally, and intellectually. A combined effort from a dedicated faculty and staff, concerned parents, and a supportive community assures that we are assisting students in reaching their full potential.

Nancy Brown, Principal WSES  
Tommy Wooten, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	63	53
Percent satisfied with learning environment	100.0%	90.3%	94.2%
Percent satisfied with social and physical environment	100.0%	81.0%	98.1%
Percent satisfied with school-home relations	90.0%	92.1%	94.0%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	258	100	22.6	49	28.4	86	81	82.8	Yes	Yes
<b>Gender</b>										
Male	139	100	23.7	51.9	24.4	84	76.7	79.3	N/A	N/A
Female	119	100	21.4	45.5	33	88.4	85.6	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	206	100	16.5	50.5	33	91.2	86.2	89.5	Yes	Yes
African American	50	100	47.9	41.7	10.4	64.6	62.1	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	46	100	43.2	43.2	13.6	68.2	54	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	153	100	29.1	48.9	22	82.3	76.7	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	258	100	17.7	47.3	35	86.4	81.4	78.9	Yes	Yes
<b>Gender</b>										
Male	139	100	22.1	44.3	33.6	83.2	78.3	77	N/A	N/A
Female	119	100	12.5	50.9	36.6	90.2	84.7	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	206	100	12.4	45.4	42.3	89.7	85.9	87.2	Yes	Yes
African American	50	100	39.6	54.2	6.3	72.9	64.1	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	46	100	40.9	52.3	6.8	65.9	52.9	45.5	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	153	100	22	51.8	26.2	81.6	76.7	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	176	100	26.5	62	11.4	73.5	68.5	67.5
<b>Gender</b>								
Male	98	100	28.9	56.7	14.4	71.1	64.7	67
Female	78	100	23.7	68.4	7.9	76.3	72.7	68
<b>Racial/Ethnic Group</b>								
White	144	100	20	65.9	14.1	80	74.8	79.5
African American	30	100	N/AV	N/AV	N/AV	43.3	45.7	50.3
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	34	100	50	43.8	6.3	50	40.4	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	59.6
<b>Socio-Economic Status</b>								
Subsided meals	106	100	30.6	64.3	5.1	69.4	61.9	55.1

**Social Studies**

All Students	173	100	19.5	56.7	23.8	80.5	74.4	72.3
<b>Gender</b>								
Male	93	100	20.2	53.9	25.8	79.8	71.7	71.5
Female	80	100	18.7	60	21.3	81.3	77.2	73.2
<b>Racial/Ethnic Group</b>								
White	134	100	15	58.3	26.8	85	80.6	80.7
African American	38	100	36.1	50	13.9	63.9	52.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	28	100	40.7	51.9	7.4	59.3	47.3	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	67.9
<b>Socio-Economic Status</b>								
Subsided meals	103	100	25.3	53.7	21.1	74.7	67.3	62.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	262	98.1	29.9	42.3	27.8	70.1	70	70.2	96.2	96
Gender										
Male	141	97.9	34.1	42.6	23.3	65.9	64.7	63.2	96	95.9
Female	121	98.4	25	42	33	75	75.7	77.5	96.4	96.2
Racial/Ethnic Group										
White	209	97.6	24.5	42.2	33.3	75.5	76.1	79.1	95.9	95.8
African American	51	100	52.1	41.7	6.3	47.9	47.6	57.6	97.5	97
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	86.2	98.5	95.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	62.6	97.8	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	93.9
Disability Status										
Disabled	45	91.1	N/AV	N/AV	N/AV	27.5	25.6	26.1	95.5	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	61.2	97.8	97.3
Socio-Economic Status										
Subsidized meals	155	98.1	34.8	42.6	22.7	65.2	63.4	58.9	95.7	95.6

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	91	100	20.7	47.1	32.2	79.3
	5	86	100	21.8	57.7	20.5	78.2
	6	81	100	25.6	42.3	32.1	74.4
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	91	100	18.4	57.5	24.1	81.6
	5	86	100	19.2	50	30.8	80.8
	6	81	100	15.4	33.3	51.3	84.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	91	100	26.4	65.5	8	73.6
	5	44	100	27.5	60	12.5	72.5
	6	41	100	25.6	56.4	17.9	74.4
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	91	100	23	52.9	24.1	77
	5	42	100	23.7	50	26.3	76.3
	6	40	100	7.7	71.8	20.5	92.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	90	98.9	36	44.2	19.8	64
	5	89	98.9	26.6	46.8	26.6	73.4
	6	83	96.4	26.3	35.5	38.2	73.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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